

Written Curriculum Review

Overview: The Written Curriculum for each course should include course-wide Enduring Understandings and Essential Questions. For each unit of study, there should be Enduring Understandings, Essential Questions, Knowledge/Skill Expectations, and Assessments. Depending upon the discipline, each year-long course should have approximately 6-10 units (or 3-5 units per semester).

Enduring Understandings: communicate the relevant goals of the course, reflecting our mission and Grad at Grad as well as discipline-specific standards. They should lie at the heart of a discipline and represent the "big ideas" students should learn.

Essential Questions: invite the "unpacking" of big ideas expressed through enduring understandings, leading to further exploration of key concepts.

Knowledge Expectations: what students will know.

Performance/Skill expectations: what students will be able to do.

Key assessments: ways in which students will show their learning.

Course: _____			
Units:			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Course-wide		Proficient	Could use revision
Enduring Understandings:			Not completed yet
	Represent big ideas and important understandings that relate to the heart of the discipline; they reflect what we want students to understand after they have forgotten the details of the class.		
	Derive from or aligned with appropriate goals and standards, including our Mission Statement and Grad at Graduation.		
	Offer opportunities for authentic/"real world" application beyond the classroom.		
	Are complex and lead to deeper inquiry.		
	Are written as full-sentence generalizations in response to the stem: "The students will understand that . . ."		
Essential Questions:			
	Reflect compelling questions that relate to the Enduring Understandings.		
	Have not one, obvious answer, but are open-ended and arguable, leading to further questions and creative insights.		
	Are written as questions in student-friendly language, aimed at inspiring student discussion.		

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Knowledge & skills expectations:				
	Clearly state what students "will know" and "be able to do" in order to meet the desired enduring understandings and essential questions.			
	Use verbs that indicate ways students will show understanding and that can be assessed.			
	Call for authentic learning experiences, involving complex critical thinking.			
Assessments:				
	Provide students multiple opportunities to show learning using both formative and summative assessments.			
	Provide varied ways for students to show their learning (i.e., tests, essays, projects, portfolios, opportunities for self-reflection, etc).			
	Provide opportunities for students to perform real-world tasks using critical and creative thinking.			
	Measure how well students have achieved the enduring understandings and essential questions.			

Notes: